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ABSTRACT

This guide is intended to assist teachers in incorporating the resources of an outdoor education center into their existing curricula. The guide describes the camp program and presents the major goals and objectives of the camp experience. Instructional scheme and topical areas are described. Procedures for implementation of the program are explained, and a week's schedule of activities is outlined. Example lessons are suggested in the guide. The guide can serve as an example for others developing similar programs. (Author/RE)

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KEAKEALANI OUTDOOR EDUCATION CENTER

. . . . a camp program . . . .

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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F O R E W O R D

The Keakealani Outdoor Education Camp program is one of many ways to improve the quality of education ..... in this case through maximum employment of first-hand experiences in a unique setting ..... a setting that takes the child to a distant camp center away from the home and the school for a duration of two to five days during the regular school year.

The purpose of this Guide is to help teachers become more knowledgeable about the concepts of outdoor education and to incorporate this program in their existing curriculum.

This Guide describes the camp program and lists the major goals and objectives. The instructional scheme and the topical areas are described. The procedures for the implementation of the program are explained and a week's schedule of activities is outlined.

Exemplary lessons are suggested in the second half of the Guide beginning on page 14.

William A. Waters

WILLIAM A. WATERS
DISTRICT SUPERINTENDENT
HAWAII SCHOOLS

GENERAL DESCRIPTION

Thousands of sixth grade children camp in outdoor centers on school time every year. The Keakealani Outdoor Education Center is designed to serve as one of these centers.

While practices vary from one school district to another, certain facets of the operations are common. General characteristics of the Program and the description of the Keakealani Center are as follows:

1. The Center is a former elementary school campus that has been renovated to serve as a camp site for the Hawaii District.
2. The Center is located in the Kilauea district approximately thirty miles south of Hilo. The Center will accommodate approximately forty students.
3. The Center will serve as a live-in camp for educational and social experierces.
4. The instructional program at the Center must be an integral part of each school's curriculum.
5. The teacher(s) and students participate as a class unit during the entire stay at the camp.
6. The teacher will be fully responsible for the total operation of the camp until staffing becomes available.
7. The teacher may receive assistance from:
    a. Parents
    b. Community Resource personnel (park naturalist, geologist, etc.)
    c. Part-time custodian.

8. Students will be transported by bus to and from the Center.

9. Students will partially finance cost for transportation and meals.

10. During the first year of operation (1975-76) the program will be limited to sixth graders.

11. The length of camp for any one group normally will be two to five days, Monday through Friday. (For example: Leave school campus Monday morning and return to campus Friday after lunch.) Extension beyond five days may be requested.

12. Adult-to-student ratio will be approximately 10-1.

GOALS OF THE HAWAII DISTRICT RESIDENT OUTDOOR EDUCATION CAMP

One of the primary goals of the Hawaii District Resident Outdoor Education Camp at the Keakealani Center is to provide a live-in and study area away from the home and the school. The boys and girls will receive valuable first-hand experiences that will motivate them to become more critically aware of the interrelationship of Man with Nature. The unique setting offers the kind of experiences and resources that will help students develop a feeling for his natural environment.

Other goals include the following:

1. To bring about those changes in attitudes and values which will result in <u>actions</u> appropriate in keeping with a desirable environment.
2. To experience good social living --the much needed social aspect of "growing up."
3. To experience healthful living.
4. To experience recreational living.
5. To experience group and individual work experiences.

MAJOR OBJECTIVES

The eight major objectives in the academic portion of the Department of Education's Foundation Program should serve as bases for the development of more specific objectives and for the development of instructional materials and activities. For striving toward attainment of these major objectives is in fact the primary business of the schools. Foundation Program are developing skills for learning and for communicating; developing positive self-concept; developing decision-making skills; developing independence in learning; developing positive physical, mental and social health attitudes; developing individual responsibilities; developing aesthetic sensitivity and the motivation to create beauty.

Camp objectives should include the following.

The student--

1. gathers information, scientific or otherwise, about the natural and man-made objects, events and phenomena found at the camp.
2. develops the necessary skills to recognize evidences that natural resource in the camp environment are subject to constant changes.
3. demonstrates some understanding about our natural resources and about the conservation of these resources.
4. applies a multi-disciplinary approach as well as an inter-disciplinary approach to learning.

5. relates and applies the processes of science to investigate and conduct his out-of-door assignments or projects.

6. describes the conditions of an identified eco-system.

7. using the existing resources and conditions of the camp environment to conduct specific activities such as--

    a. identifying by listing those parts of the Center vicinity that have not been subjected to man's influence.

    b. examining and describing the consequences of botanical over-crowding.

    c. classifying objects as living and non-living.

    d. identifying similarities and differences within a given group of objects --living or non-living.

    e. predicting the successful growth of certain plants and the failures of others.

    f. examining and describing the inter-relationship of the various plant and animal life.

    g. conducting sampling activities.

    h. conducting weather surveys and recording results using appropriate instruments.

    i. identifying indigenous and exotic plants.

    j. conducting linear measurement activities using metrics.

8. demonstrating awareness of the specific inter-relationship of man (students) and his immediate environment (camp area).

9. conducting surveys and experiments that are normally not possible in the laboratory or in the classroom.

10. initiating projects based on his interests.

Affective Objectives should include:

The student--

1. develops skills in utilizing all senses which can reinforce his capacity to enjoy nature more fully.
2. exhibits small group skills --sharing of responsibilities and work activities at the camp.
3. demonstrates his ability to live harmoniously with the natural elements of the camp as well as with his fellow students.
4. continues to demonstrate his interest and concern about his environment during and after the camp.
5. exhibits leadership as well as fellowship.
6. helps peers become more aware of their natural and man-made environment of the camp.

Specific Objectives

Specific cognitive objectives should be defined by the teacher with the lessons she employs.

THE INSTRUCTIONAL SCHEME

Instruction at camp follows current curricula extant in the school. Science, social studies, language arts, mathematics and health seem to be the primary disciplines from which to draw camp instruction.

The strategy then is to carry-over the appropriate existing curricular materials to an environment that offers a more realistic and dramatic setting, meeting what the school curriculum dictates. An example of this strategy may be a lesson such as, The Eco-system of a Brush Area, conducted in a natural setting at camp would be preferred over a school campus setting.

Even if the instructional scheme is school-centered, unanticipated motivations that are unique and valuable to the students' learning should be advantageously exploited. Examples of such motivations may be a sudden shower of hailstones, a lunar eclipse, physically injured student, lightning bolting down a tree top, or a volcanic eruption. In this light, the following list of instructional topics illustrates both approaches.

Curriculum-centered or School-centered

1. Study of a mini eco-system.
2. Statistics and sampling of plant and animal life population.
3. Mapping, topography and graphing.
4. Conservation and preservation.

5. Geology and volcanology

    a. Sample rock collecting
    b. Visiting observatory

6. Environmental studies

7. Plant and animal life cycles

8. Weather and climactic conditions and their effect on plant and animal life

9. Identification of plant diseases

10. The atmospnere --weather, atmospheric pressure, clouds, etc.

Problem-centered motivations

1. Replanting of trees and shrubs to prevent erosions; as wind breakers, etc.
2. Cook-outs and hiking --planning cooperatively with teacher
3. Repairing of fences, stone walls and water sheds
4. Preparing the camp(making beds, improving living conditions, etc.)
5. First aid practice for minor accidents
6. Trail developing using compass and landmarks
7. Pruning, grafting, transplanting and thinning shrubs and flowers
8. Survival discussions and practices
9. Identifying wild life population
10. Preparing an area for campfire
11. Selecting and collecting suitable logs for campfire
12. Construct feeding houses for birds
13. Posting weather stations and instruments
14. Improving recreational areas.

FOR THE TEACHER

I. Teacher Preparation

A. Good discipline must prevail throughout the camp.

Thorough preparation on your part is essential.

1. Each student must know the primary purpose of attending the camp.
2. Each student must understand the directions he must follow.
3. A thorough briefing at the camp and at each study site is suggested. Briefing should include safety precautions.

B. Instructional Strategies

1. Prepare lessons and major specific objectives in advance.
2. Use simple but effective teaching methods. Simplify activities. Stick to major concepts.
3. Use different approaches to reinforce learning.
4. Be flexible and modify plans when necessary.
5. Activities should be purposeful but fun.

II. Student Preparation

A. Keakealani Center is a public place and students must realize their responsibilities.

1. Cooperative efforts among students and teachers raise group standards.
2. Cooperative student-teacher planning promotes good democratic practice.

B. Personal responsibilities concerning the camp site

1. Wildlife

a. Let wildlife remain wild.
b. Respect wildlife habitat.

2. Plantlife

a. Prevent flower and plant damages while hiking in the forest.

b. Establish guidelines before collecting leaves, branches, flowers and fruits.

3. Childlife

a. Get permission to use any property.

b. Respect "no trespassing" and "kapu" signs.

c. Remain with assigned group or buddy.

d. Respond promptly to pre-determined signals.

e. Make sure water and plants (fruits) are safe for human intake before drinking or eating.

f. Perform your assignment as best as you can.

g. "Look, listen, learn, love, let-alone and litter not!" (Audubon Manual of Outdoor Conservation Education).

SELECTING STUDY SITES

Keakealani Outdoor Education Center offers appropriate natural settings for first-hand observation and experiences with nature. Furthermore, without the boundaries of the Center other study locations, easily accessible by foot, are also available. Examples are:

Museum at the National Park Headquarters
Sulfur Banks
Bird Park Nature Trail
Kilauea Volcano Observatory
Backwood forest land
Brush land
Bogs and pastures

Appropriate study areas away from the Center should be identified during the early planning stages. In planning these lessons each school's basic program objectives should be of primary consideration. The choice of sites, resources and activities should then fit the program to meet the program goals and objectives. The site should not dictate the objectives of the educational program unless under certain curcumstances the condition or a particular phenomenon warrants a problem-centered activity.

If personnel resources are to be requested from the National Park Headquarters (naturalist, ranger, etc.), they must be solicited in advance prior to the camp.

PROCEDURES to Reserve Keakealani Outdoor Education Center

To reserve the Keakealani Outdoor Education Center, please follow the procedures as outlined below.

1. Complete Form BO-1, Application for Use of School Building, Facilities or Grounds.
2. Complete H.D. Form 89, Field Trip Request
3. Submit both forms to:

   Keakealani Outdoor Education Center
   c/o Mt. View Inter. & Elem. School
   P. O. Box 9
   Mt. View, Hawaii 96771

   ATTN: Principal
4. Both forms must be in(Mt. View School)at least three weeks before your camp date.
5. Rural schools should allow one week for receipt of written confirmation.
6. Suggestion: Please include alternate dates.

CAMP SCHEDULE

A five-day camp schedule for the Keakealani Outdoor Education Center is suggested on the following page. The schedule may be modified for a two, three or four-day camp.

A half-day stopover at the Panaewa Outdoor Education Center is recommended. Arrangements can be made by calling 959-6244.

A property map of the Keakealani Outdoor Center is on page 35.

RESIDENT OUTDOOR EDUCATION CAMP --KEAKEALANI CENTER
(Five-Day Schedule)

Schedule may be modified to two, three or four-day camp

Session	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	7:00 - 8:00		Breakfast & Chores	Breakfast & Chores	Breakfast & Chores	Breakfast & Chores
2	8:00 - 9:00	-Depart Campus for Year 2000 OE Center at Panaewa	Lge. Gr. Session Les. #2 (Curriculum-centered)	Lge. Gr. Session Brief review of Les.#3, #4 and #5	Field trip to one or more of the following places:	Lge. Gr. Session Discussion -review of week's act.
3	9:00 - 10:00	-Visit Center Museum -Hike on trail	Sm. Gr. activities based on Les. #2 --expanding concepts to practical field activities.	Intro. to Les. #6 curr.-centered.	- Sulfur bank - Bird Park Kipuka	
4	10:10 - 11:15	-Do Les. #1 or field act. prescribed by teacher.	Discuss & evaluate Lesson #2	Sm. gr. act. based on les. above expanding concepts by using Ctr. Env.	- Park Museum - Observatory - backwoods Forest Pasture Bog land Meadow	Final lesson #10 (Values) - Self evaluation
5	11:15 - 12:00	Discussion of: 1. Presentation by Director 2. Lesson #1	Ind. Study Act. Les. #3 (values) based on camp env.	Disc. & evaluate Les. #6 Ind. Study Act. Les. #7 (values) based on camp env.		LUNCH & Clean-up
6	12:00 - 1:00	3. Small Gr. Act. Home lunch at picnic area.	LUNCH	Small gr. disc. Les. #7. LUNCH	LUNCH - in field	Prepare to leave Camp
7	1:00 - 2:00	Depart for KEA. OEC At campsite: -Assign & prepare sleeping quarters.	Lge. Gr. Session Les. #4 (Problem-centered) Inter-disciplinary appr.	Lge. Gr. Session Les. #8 Problem-centered & Inter-disc. approach.	Return to camp Finish all assignments and tasks, both curr. and problem-centered.	ARRIVE School Campus by 2:00 pm.
8	2:00 - 3:00	-Phys. orientation of camp. -Camp schedule -Rules & regulations -Group assignments -Safety procedures	Setting may be: Center park Backwood forest Bog areas, etc. Act. may include: -Construction of -Env. improve. of -Survival tech. -Site prob.solving	Student chooses activities ↓ Evaluate results of activities.	Be prepared to discuss all activities & lessons at tomorrow's large group session.	
9	3:00 - 4:30	-Hike to backwoods nearby camp.	Leisure time recrea. Independent time.	Independent Time	Leisure Time Recreation	
10	4:30 - 6:00	Clean-up & SUPPER	SUPPER	SUPPER	SUPPER	
11	6:00 - 9:00	Independent Time	Lesson #5 -Night related studies	Movies Prepare for next day's field trip.	Les. #9 Night related Activities. Campfire program	
	9:00	CURFEW	CURFEW	CURFEW	CURFEW at 10 p.m.	

SUGGESTED LESSONS

Exemplary lessons in subsequent pages attempt to meet the objectives of outdoor education. Should you choose to implement some of these lessons, your task will be to select those areas, events or objects from the camp setting that will best fit the lessons.

Further, we encourage you to choose from your existing lessons (in all disciplines) those that lend themselves more readily and appropriately to the camp environment.

The lessons then should determine the choice of setting of the Camp environment.

OUTDOOR EDUCATION

TOPIC: Is a Dead Log Really Dead?

OBJECTIVES: Upon completion of this lesson, the student will

- describe the biological and physical characteristics that make a dead log an eco-system in itself.
- describe the cause of the fallen log.

MATERIALS: Magnifying lens

DIRECTIONS:

1. Walk around the campus and along the boundaries of the campus and find dead logs. Select one of these logs to investigate.

2. Identify the kind of tree that the dead log came from? What evidence did you use to do this?

3. Measure the approximate length and circumference of this dead log? Use the metric system units.

4. Are some parts of the log still living? How can you tell?

5. Investigate the nature of the log by gently feeling it and looking at it with the magnifying lens, etc. Do not break up the log unnecessarily.

   a. Describe any signs of life that you may see or feel in the dead log.

   b. If you see no living things, look for evidences that they may be or might have been present in the log. Describe the evidences.

c. Name several major characteristics about the log which make it possible for organisms to live in it?

6. What other interesting discoveries have you made about the "dead" log?

7. How do you think this tree died?

8. Predict when the tree fell. (Example-- 8 years ago)

9. Using your imagination, write a story about the dead log.

OUTDOOR EDUCATION

TOPIC: Star Gazing

OBJECTIVES: Upon completion of this lesson, the student will

- develop questions and answers regarding the stars, planets, constellations and universe.
- describe and record differences among the stars.
- discriminate planets from stars;
- use a compass and a star chart to locate and identify planets, bright stars and constellation.

MATERIALS: Compass, Star chart, Binoculars

TO THE TEACHER:

This activity could be carried out over several nights depending on the students' interest.

Although the viewing is to be done at night, this important note of caution should not be left out. (Because severe and permanent damage to the eyes may occur, NEVER LOOK AT THE SUN DIRECTLY OR USE BINOCULARS TO VIEW THE SUN.)

DIRECTIONS:

1. Choose a night that seems to be perfect for watching the stars.
   a. What kind of night is good for this kind of viewing?
   b. Are you able to see the stars more clearly here or at home?

2. What can you tell about the stars by watching them without using the binoculars?

3. Can you discover more things about the stars by looking at them through the binoculars?

4. Planets look very much like stars, but upon careful observations, you may be able to locate some planets because of certain differences. Can you tell which are the planets?

5. Ancient astronomers visualized patterns or shapes that were formed by a group of stars and called them constellations. See if you can visualize any shapes formed by a group of stars.

6. If you would like to locate any of the constellations, planets and bright stars, use a compass and a star chart.

7. Locate Jupiter.

   a. How is it different in the sky?

   b. Use the binoculars to see some of the moons that encircle this planet.

8. Name the brightest object in the evening sky.

9. If you can see the moon, you will be able to get a more distinct view of its surface by using a pair of binoculars.

10. Shooting stars are meteors that burn up as they enter the earth's atmosphere. If you are patient and observant, you will be able to see some.

OUTDOOR EDUCATION

TOPIC: Trail Blazing

OBJECTIVES: Upon completion of this activity, the student will

- lay out a trail using a compass and natural markers.
- explore the diversity of inhabitants of a natural eco-system by naming or describing dominant members of the eco-system.
- show an appreciation of plants and animals in their natural environment by disturbing the least number of inhabitants of the eco-system while cutting a trail.

MATERIALS: Compass

DIRECTIONS:

You will spend an hour making a trail into a certain part of the forest which surrounds the campus and finding out about the kinds of plants and animals which characterize that part of the forest. To do this, follow the directions given below.

1. Spend a few minutes deciding what area of the forest you would like to explore.
2. Start a trail which will take you into the forest. Use a compass and a special natural marker, such as a large pine tree, to show where you entered the forest. Be sure that you can see this marker at all times as you make your trail. Write down all pertinent information on the Data Sheet which is provided.
3. Check the compass to see in what direction your trail is leading. Whenever you change the direction of your trail, write down the direction as well as the name of a conspicuous marker which identifies the spot at which the change was made.

4. Take your time as you walk the trail. Stop to examine the plants and animals that you see and anything unusual that you may come across. Fill in the necessary information in the chart provided.

5. Return to the campus on the same trail that you made when you have completed your exploring.

QUESTIONS

1. Describe anything you found in the forest which you thought unusual.

2. Describe the kind of soil found in the forest.

3. What plants and animals were found most often?

4. On a sheet of paper, sketch the trail you have made using reference markers. Also, indicate the direction of North.

DATA SHEET: **MAKING A TRAIL INTO THE FOREST**

Trail entrance	Compass reading Special marker School campus: Forest:
Initial direction of trail	
Changes in trail direction	

PLANTS AND ANIMALS FOUND IN THE FOREST				
PLANT OR ANIMAL	NAME (IF KNOWN)	DESCRIPTION	SKETCH	WHERE FOUND

OUTDOOR EDUCATION

TOPIC: Mapping

OBJECTIVES: When this lesson is completed, the student will be able to

- list three major factors that need to be considered in drawing a map.
- describe the relationship between measurement and map drawing.
- develop and use a reasonable scale(s) for map making.
- identify directions in terms of N, E, S and W using a compass.

ACTIVITY: Do the following activity with a partner.

Suggestion:

a. First locate a spot to view the entire property of the Center. Locate the approximate boundaries.

b. Roughly sketch a diagram showing the shape of the property to give you an idea of the relative size and shape that must be drawn.

Suggestion:

1- Discuss with your partner how a map of the camp property can be drawn. The map must be drawn to fit an 8½" x 11" sheet of paper.

2- After agreeing on a plan, start your measurement using uniform steps. (Do not use a measuring instrument.)

3- Count and record your steps (paces) as accurately as possible.

4- After covering the entire boundary, develop a scale (Example: 1 cm = 10 steps) that would fit your sheet of paper.

5- Draw the map using a metric ruler.

6- Identify and sketch on the map five prominent objects found on the property. The approximate size, shape and location of the five objects should be in relationship to the dimensions of the scaled drawing.

7- Draw an arrow on your map indicating NORTH.

DISCUSSION QUESTIONS

1. What is the general shape of your map?
2. How many sides make up the boundary?
3. From which direction was the wind coming at the time you drew your map?
4. Convert your boundary paces (steps) to: a) Feet
   b) Meters
5. Indicate the direction of Hilo on your map.
6. Indicate the direction of Mauna Kea on your map.
7. Looking at the dimensions of your map, calculate the area of the property either in sq. ft. or sq. meter.
8. Using a compass (if available) locate the northern-most corner of the property --label it NC.
9. What is the perimeter of the property? _____ paces
   _____ feet
   _____ meters
10. List three major factors that were considered in drawing your map.
    a.
    b.
    c.
11. What scale did you use to fit your drawing on your paper?
12. Describe the most difficult part in the drawing a map like the one you did.

OUTDOOR EDUCATION

TOPIC: Proportion

OBJECTIVES:

- The student will be able to demonstrate that at any given time, the ratio of the length of an upright object to its shadow is constant.
- The student will be able to estimate the height of tall upright objects, such as a tree, by using the ratio of the length of another upright object to its shadow.

MATERIALS:

Meter stick or measuring tape
Three rods of different lengths (Example: 1 m, 3 m, 5m)
The activities require adequate sunlight to cast shadows.

PROCEDURE:

1. Stand each rod upright (perpendicular to the ground) in the sunlight. Measure the length of each rod and its shadow.

   a. length of rod_1 _____
   b. length of rod_2 _____
   c. length of rod_3 _____

   a. length of $shadow_1$ _____
   b. length of $shadow_2$ _____
   c. length of $shadow_3$ _____

2. For each rod, divide the rod length by its shadow length. Call this R_1, R_2, and R_3 for each rod respectively.

   a. R_1 = _____ $\frac{\text{rod length}}{\text{shadow length}} = R$

   b. R_2 = _____

   c. R_3 = _____

   What can you say about the values obtained for R_1, R_2, and R_3 ?

3. Measure the shadow of the flagpole.

   Calculate the approximate height of the flagpole using R_1, R_2, or R_3. (Height = shadow length x $\underline{R}$)

4. Select one of the tall trees and estimate its height in the same way. Show your calculation.

QUESTIONS:

1. If you did the same activity at different times of the day, would the R's change or would they remain the same?

   If the R's change, would their values become larger or smaller?

2. If the object is not upright but slanted to one side, what distance must be used to obtain the R?

OUTDOOR EDUCATION

TOPIC: Geology (Kilauea Volcano)

ACTIVITY: A Hiking Trip to Observe the Kilauea Volcano Crater Area

This activity should be a fun-adventure hiking experience to the Volcanoes National Park. (Observatory, Sulfur Bank, Museum, Bird Park, etc.) The students will hike from the Center to the designated target area chosen by them. The trip should not constitute any formal study lesson but instead hold an atmosphere of fun and adventure. Safety planning and proper supervision merit special attention.

This activity may be carried out any time during the week that the teacher feels is appropriate and timely.

Teachers should refer to Hawaii District's: 1) A Field Trip Instructional Guide to Big Island's Geology, 2) Hawaii's Geology, for additional information about the Kilauea Volcano.

OUTDOOR EDUCATION

TOPIC: Sounds at Night

OBJECTIVE: As a result of this lesson, the student will identify and list the various sounds surrounding the Camp Center.

ACTIVITY:

1. Choose a partner
2. For ten minutes, any time between the hours of 6:00 p.m. - 8:30 p.m., find a quiet spot away from people and listen to all sounds.
3. List these sounds by describing them in your notebook.
4. Record the time that you did this activity; for example, 7:15 p.m. to 7:25 p.m.

QUESTIONS:

1. Which one of these sounds was the loudest?
2. Which one of these sounds was the softest?
3. Which one of these sounds did you like best?
4. Name the source of man-made sounds.
5. Which one of the sounds was a cheerful kind of sound?
6. Which one of the sounds was a sad kind of sound?
7. Which one of the sounds was an angry kind of sound?
8. Match one of the sounds that would best fit your teacher. Describe the sound.
9. Match one of the sounds that would best fit one of your friends. Describe the sound and name your friend.
10. Write a title to the sounds you hear.
    Example: "The Voices of Keakealani"
    "Audio - Keakealani Style"

OUTDOOR EDUCATION

TOPIC: Things All Around You

OBJECTIVES: As a result of this lesson, the student will show evidences of being critically observant of the objects, and the events that exist in his immediate camp environment.

ACTIVITY: Do the following activity by yourself. To do this activity, your real feelings must be expressed.

First, find a quiet spot where you can observe the many things around you.

Look at the list of words below. Then, match each word with the things or events that you see, hear, feel, sense or smell around the camp environment. Choose the object or event that best fits the word.

Examples:
1. Green — pine needles
2. Curly — fern shoots

1. Tiny _____
2. Pretty _____
3. Tall _____
4. Straight _____
5. Dull _____
6. Massive _____
7. Cheerful _____
8. Lonely _____
9. Swift _____
10. Colorful _____
11. Scarey _____

12. Carefree _____

13. Strong _____

14. Ugly _____

15. Refreshing _____

16. Dark _____

17. Old _____

18. Clean _____

19. Petite _____

20. Love _____

QUESTIONS:

1. Which one of these words was most difficult to match?

2. Did you name a person on your list? _____
   If yes, who?

3. Ask your teacher what would she choose for, the word happy?

4. What would you choose to match yourself with?

5. Choose one word that you think would best describe everything about the Center and your camping experience.

OUTDOOR EDUCATION (Values and Attitudes)

TOPIC: About Me and My Environment

OBJECTIVES: To develop a feeling of openness to others

ACTIVITY: Briefly write something nice about yourself that nobody knows.

ACTIVITY: Write something about someone in camp that you want that person to do more of.

ACTIVITY: Write something about someone in camp that you want that person to do less of.

ACTIVITY: Form a group of six students. As a group, decide on what you can do to make the Center nicer and do it.

OUTDOOR EDUCATION (Values and Attitudes)

TOPIC: A Secret

OBJECTIVE: The student will feel good about himself for having helped another.

ACTIVITY: During the time that you are at camp:

1. Do something very nice for someone you know and keep it a secret.

2. Do something very nice for someone who doesn't know you too well and keep it a secret.

Discussion Questions

1. Describe your feelings during the time that you kept your secret.

2. Were you able to keep the secret for the duration of the camp?

3. Did anyone do something nice for you and not tell anyone? If yes, please describe what nice thing was done for you.

OUTDOOR EDUCATION (About People)

TOPIC: Developing Sensitivity to Others and to your Environment

OBJECTIVE: The student will perceive the activities and actions of people around him and match them with a list of descriptive words.

ACTIVITY: Observations

This is one of the last study activities you will conduct before you leave the camp.

Look at the list of descriptive words below. Check column A (observed) if you saw it happen during your stay at camp. Check column B (unobserved) if you did not see it happen.

Descriptive	A (observed)	B (unobserved)
1. Laughter		
2. Loneliness		
3. Mischievous		
4. Cleanliness		
5. Anger		
6. Sloppy		
7. Thoughtfulness		
8. Carelessness		
9. Studious		
10. Willingness		
11. Unneighborly		
12. Helpful		
13. Leadership		
14. Anxiety		
15. Tired		

Write one word that would best describe the general feelings of the students about this Camp. _____

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PLOT PLAN